

Prevention of Addictive Behavior Based on the Formation of Teenagers' Resilience

Vera P. Zeleeva^a and Ekaterina G. Shubnikova^b

^aKazan (Volga region) Federal University, Kazan, RUSSIA; ^bChuvash State Pedagogical University named after I. Y. Yakovlev, Cheboksary, RUSSIA

Introduction

ABSTRACT

The relevance of the study is due to the development of a new stage of prevention and the need to justify new educational goals and objectives of the pedagogical prevention of addictive behavior in the educational environment. The purpose of this article is to examine the totality of the necessary and sufficient individual resources, that are protective factors for teenagers from different types of addictions. The leading method of research is the analysis of psychological and educational literature and legal acts in the field of prevention of addictive behavior, psycho diagnostic methods. The paper theoretically justifies the formation of the person's resilience as a task of pedagogical prevention of addictive behavior in the educational environment, shows the results of psychodiagnostics for coping strategies, personal resources and resilience of adolescents, reveals the relationship between the models of coping behavior, the development level of the individual resources and the level of teenagers' resilience. The article presents theoretical and practical significance for teachers, social workers and psychologists involved in the development and implementation of educational programs of addictive behavior prevention in the educational environment.

KEYWORDS

Addictive behavior, pedagogical prevention, resilience of a personality, coping behavior, the personal resources

ARTICLE HISTORY

Received 20 April 2016

Revised 18 May 2016

Accepted 29 May 2016

The current stage of the prevention development we named with a new term - pedagogical prevention of addictive behavior in the educational environment. This is mostly due to the results of researches by L.P. Velikanova (2006), A.M. Karpov and D.N. Goryachev (2011), V.D. Mendelevich (2003) and other scientists, based on common etiopathogenic mechanisms of addiction behavior development.

CORRESPONDENCE Ekaterina G. Shubnikova ✉ ivsuf@rambler.ru

V.D. Mendelevich (2003), developing the concept of a dependent person, considers the addiction as a personal quality that underlies the establishment of any form of addictive behavior. The authors note that it is impossible to distinguish fundamental differences and specific personality or character traits that determine alcoholism, smoking, drug addiction or overvalued fascination with gambling, virtual reality (internet). The scientist says about the existence of the basic characteristics of the addictive personality, which are common to all forms of addictive behavior (Mendelevich, 2007).

Thus, today, at the stage of primary pedagogical prevention it does not make sense to develop various programs of prevention of drug using, nicotine, smoking blends, alcohol, gaming and Internet addiction. This is due to the emergence of new goals and objectives of preventive educational activities at the present stage.

In the «Concept of prevention of substance abuse in the educational environment» approved by the Ministry of Education and Science in 2011, one of the most important prevention of substance use problems is the development of students' resources that can help them to cope with difficult life situations (Concept, 2011). The main structural and substantive component of primary prevention of addictive behavior is a pedagogical prevention, the main goal of which is the formation of the individual resources that enhance the stability of children and young people to the negative influences of a society.

In this regard, there is a problem of psycho-pedagogical study of «the individual resources» concept and, based on it, identifying specific problems of preventive educational activities. The objectives of teaching prevention of addictive behavior in the educational environment are not only care about the health of students, personality development with the idea of a healthy lifestyle but reducing the risk factors on the basis of expansion of life competences of children and adolescents, the formation of their active strategies to solve problems, personality traits and qualities (resources) that can help to cope with difficult life situations.

There are different classifications of the individual resources. N.A. Sirota, V.M. Yaltonsky and N. S. Viderman, (2001) include in this group: 1) the level of intelligence (the ability and opportunity to carry out an assessment of cognitive problem); 2) formation of a positive self-concept - the most important coping resource (self-esteem, self-efficiency); 3) internal locus of control (the ability to control their lives, their behavior, take responsibility for it themselves); 4) social competence (the ability to communicate with others and knowledge of the social reality); 5) empathy (the ability to empathize with others in the process of communication, the ability to be emotional); 6) affiliation (the desire to communicate with people); 7) the person's attitude toward life, death, love and faith; 8) spirituality; 9) valuable motivational structure of a personality.

In our opinion, the following characteristics of adaptive coping behavior, as protective factors against drug using, in the full sense of the word provide the resilience of an individual (Shubnikova, 2013). Introduction of the «resilience of an individual» concept is due to the need to refer necessary and sufficient conditions for the effective prevention of addictive behavior of adolescents.

Methodological Framework

To test the hypothesis and research tasks a complex of mutually complementary methods were used: 1) theoretical - analysis of the literature,

normative and legislative acts in the field of prevention, study and generalization of innovative pedagogical experience, classification, analysis, synthesis, etc.; 2) empiric - pedagogical supervision; psychodiagnostic methods, socio-psychological training.

Our experimental work was carried out at School № 27 in Cheboksary, the Chuvash Republic. It was attended by 25 teenagers of the 9th grade, the average age of them was 15-16.

The study was conducted in three stages:

- at the stage of an ascertaining experiment there was a psychodiagnostics of coping strategies, level of subjective control, achievement motivation and the level of adolescent students resilience; we analyzed the obtained results;
- at the stage of a forming experiment we developed and implemented a program of teaching prevention of addictive behavior among teenagers;
- at the stage of a control experiment there was again a psychodiagnostics of adolescents; a comparative analysis of the results of the ascertaining and control experiments; conclusions of the study were formulated.

M.P. Guryanova (2006) sees resilience as a pedagogical phenomenon and integrated quality of an individual who has values, personal qualities, versatile abilities, skills, basic knowledge of the laws of life, allowing to operate successfully and harmoniously develop in a dynamically changing society.

In modern psychology, the term «resilience» is known from the English-language version of «resilience» (flexibility, elasticity), thanks to the international project «Methodological and contextual problems of resilience studies of children and adolescents» developed in 2003. The project manager was M. Ungar, who proposed the treatment of resilience as a person's ability to manage his/her own health resources, and socially acceptable method to use for this his/her family, society and culture (Makhnach, 2006).

However, even in 1998 S. Vanistendal (1998) used this term in his work «Resilience» or justified expectations. Wounded, but not defeated”, using the English tracing of the term «resilience». This term the author understands as a person's ability or social system to overcome the difficulties of life and build a full life in difficult conditions. Resilience means not just to achieve success in life, but his socially approved success that is consistent with the generally accepted moral norms.

A.A. Nesterova (2011) determined the resilience structure of a person, including the following: the ability to be active and initiative, the ability to self-motivation and achievement, emotional control and self-regulation, positive cognitive installation and flexibility of thinking, self-esteem, social competence, adaptive protective coping strategies of behavior and the ability to organize your time and plan for the future.

E.A. Rylskaya (2011) determines a person's viability as an integrated possibility of a person's peculiar formation in the area of social life, which is realized in the form of a universal creative communicability. She identifies the following components of this phenomenon: the ability to adapt, the ability to self-control, the ability to self-development and meaningful life. Overall viability is considered as synergistic unity of these components. These components include the so-called internal structure of viability. We can note one more important for our research note that the formation of viability is relevant not only in extreme situations, but also in the context of the way of life, which consists of ordinary everyday events. E.A. Rylskaya (2014) draws attention to the fact that

dependence on alcohol and drugs often do not develop at the time of post-traumatic stress or a traumatic event, but just the contrary, among the monotony of everyday life in order to stimulate new colorful sensations. In this regard, the consideration of the viability is not only important in overcoming severe trials of life, but also to maintain vitality during the lull in life.

A.I. Laktionova (2010) offer to understand the resilience as an individual's ability to social adaptation and self-regulation that is the mechanism to manage: health, emotional, motivational and volitional, cognitive areas in the context of social, cultural norms, and environmental conditions. In their view, the resilience is the ability of a person or social system to build a normal, full life in difficult conditions, to manage their own health resources, and socially acceptable method to use for this family, society and culture. Moreover, the author argues that the personal, behavioral characteristics and environmental conditions (relationships, society, and culture) are associated with the resilience of adolescents and constitute a single system of social adaptation. The scientist has found that to personal properties, interconnected with resilience one can include emotional regulation and motivation, level of subjective control, especially self-protective mechanisms and coping, communication of teenagers.

We agree with the opinion of A.I. Laktionova (2010) that «resilience» is different from the ability to «overcome difficult life situations» (coping strategies), implying a resolution of certain problems, but without a further positive development. Resilience implies not only overcoming the difficulties and returning to the previous state, but also the progress, movement through the difficulties to a new stage of life. Therefore, the «resilience» is a broader concept than «coping strategy with difficult life situations». However, the latter category is undoubtedly one of the most important components in the structure of resilience.

Based on the study of modern preventive approaches and models of coping behavior of three contrasting groups of teenagers, N.A. Sirota, V.M. Yaltonsky and N.S. Viderman (2001) developed a conceptual model of coping psycho-prevention of psychosocial disorders in adolescence, based on the theoretical foundations of cognitive transactional stress and coping theory by R. Lazarus (1970). The overall objective for all forms of prevention is awareness of one's own behavior, the development of personal resources and strategies to adapt to the requirements of the environment and change of maladaptive behaviors on adaptive. The specific objectives of primary prevention of addictive behavior of adolescents include the development of: behavioral strategies; process of stressful situation assessment; decision-making process; resources of an individual and environment.

Therefore, the strategic priority of primary prevention should consider the creation of positive prevention system that focuses not on the pathology, not the problem and its consequences, but on protective against health problems potential - the development and disclosure of mental resources and individuality, support for a young man and help him in self-realization for his own life purpose. The obvious purpose of positively directed pedagogical prevention is educating of a viable person who independently cope with his own psychological difficulties and problems of life.

Results

In the first stage of the experiment on the basis of ascertaining the resilience structures we used the technique of «Coping behavior in stressful situations» (alternative procedure of N. Endler and D. Parker, adapted by T.L. Kryukova and E.V. Kuftyak (2007)) Coping Inventory for Stressful Situations (CISS).

For the analysis of experimental data, we used the following provisions:

1) subjects who have medium or high levels of coping focused on problem-solving, the average level of coping focused on emotions and the low level of coping based on avoidance, have an adaptive model of coping behavior;

2) students with low levels of problem-focused coping, or a high level of coping based on avoidance, adhere to the pseudoadaptive behaviors;

3) if teenagers have both the low level of problem-focused coping and high levels of coping focused on avoiding, in this case there is a maladaptive coping model.

The experimental data indicate that only 8 children (32% of subjects) have an adaptive model of behavior, which are characterized by purposeful elimination or change of the effect of a stressful situation, easing the stress due to the connection of a personality with its environment.

In the group of pseudoadaptive behavior there are 12 pupils (48%). They do not avoid contact with the surrounding reality and not leave the decision of a difficult situation, but sometimes they tend to avoiding failure, the desire to stay within the changing of a social situation, passively accepting it and adapting to it. 5 children (20%) have maladaptive model of behavior. They have a low level of problem-focused coping, and a high level of coping based on avoidance. This suggests that they are not able to identify the problem and find alternative solutions to cope effectively with stress, contributing to the preservation of both mental and physical health.

In the second stage of the ascertaining experiment we conducted the questionnaire «The level of subjective control» by E.F. Bazhin, E.A. Golynkina, and A.M. Etkind (1984). This personality questionnaire designed for the diagnosis of internality-externality, i.e., degree of a person's readiness to assume responsibility for what is happening to him and around him. In a class of 19 teenagers there is the low level of subjective control (76%). On a scale of «internality in the field of achievements» 16 pupils (64%) have the lowest rates, and on the scale «internality in the field of failure» there is a low rate of all 25 teenagers. The findings indicate that students are not ready and do not want to take responsibility for their actions, and events that happen to them, tend to attribute blame to others and circumstances.

In the third stage of the ascertaining experiment we used the «Test-questionnaire to measure achievement motivation» by A. Mekhrabian modification M. S. Magomed-Eminova (1988), designed for the diagnosis of two generalized stable personality motives: the motive of desire for success and the motive of avoiding failure. After analyzing the results, we concluded that the motivation to achieve success in 6 children (24%) is dominated by the desire to succeed. About the desire to avoid the failure, we can say about 12 students (48%). Domination is not revealed in 7 students (28%).

In the fourth stage of the ascertaining experiment we conducted the test of the resilience assessment of children and adolescents «Child and Youth Resilience Measure» (CYRM), consisting of two parts of the «national» and «international», created to the same standard as part of the international research project of resilience. Authors of the national part are A.I. Laktionova and A.V. Makhnach

(2008). Only the national part of the test was used in this study, consisting of 15 claims. With this method it is possible to study the resilience of the individual as a person's ability to manage its own resources. It allows you to assess the level of development of adolescents' resilience. 6 children (24%) have a high level of resilience, indicating that they are ready to overcome the difficulties of life, to adapt to the world around them, to resist its negative impact. With an average level of resilience of the group we identified 14 pupils (56%). These are young people who can flourish in a familiar environment, but they need the help of other people in crisis situations. 5 children (20%) have a low level of resilience, that is, have low social adaptability and productivity of life. In addressing the problems these pupils have minimal reliance on personal resources and in most cases are helpless before life's difficulties.

On the basis of the experimental work we developed a program of identity formation in adolescence resilience. Addictive behavior prevention program consists of training sessions aimed at strengthening personal resources that promote personal development resources and hinder the development of self-destructive behavior (Shubnikova, 2015).

If we compare the results of the ascertaining experiment with the control one, it may be noted that 11 children (44%) have an adaptive model of coping behavior; the number of pupils with a pseudoadaptive model of behavior decreased to 10 adolescents (40%); 4 students have a maladaptive model of behavior.

On a scale of general internality in 15 adolescents (60%) we noted the low level of subjective control, and 10 students (40% with a high level of subjective control. The number of students, who have the desire to succeed, doubled and was detected in 12 adolescents (from 24% to 48%), lack of motivation was reduced from 3 teenagers (from 28% to 16%), the desire to avoid the failure was detected in 3 students (36%). If we compare the results of the ascertaining and control experiments, we found that the number of adolescents with a high level of resilience has increased from 6 persons (24%) to 11 (44%), the average rate fell from 14 (56%) up to 7 people (28%), and the low level of resilience was detected in only 1 teenager (4%), previously there were 5 people (20%).

Discussions

N.A. Sirota, V.M. Yaltonsky and N.S. Viderman, (2001) developed three theoretical models of coping behavior for healthy and sick people with alcoholism and drug addiction: 1) functional model of adaptive coping behavior; 2) model of pseudoadaptive dysfunctional coping; 3) model of passive dysfunctional maladaptive coping behavior. Scientists have given the characteristics of each model, which includes the following components: 1) coping strategies of behavior and appropriate use of its components; 2) orientation of motivation; 3) the level of of personal and environmental development resources (capacity) to overcome difficult life situations.

The model of adaptive functional coping behavior was established by the results of surveys among healthy, socially well-adapted adolescents and adults. It includes the following components:

1. Effective use of age-appropriate coping strategies to solve problems and finding social support.
2. Productive use of cognitive, emotional and behavioral components of coping behavior and the development of sufficient cognitive evaluation mechanisms.

3. The predominance of motivation to achieve success on the motivation of avoiding failure and readiness to actively confront the negative factors of the environment and a conscious focus on the coping behavior of the source of stress.

4. The development of personal-environmental coping resources that provide positive psychological background to overcome stress and promote the development of coping strategies (the level of intelligence, a positive self-concept, the development of perception of social support, internal locus of control over the environment, empathy and affiliation, an effective social support from the environment, and so on.).

This model is also characterized by the presence of effective social support, which ensures the development of coping strategies search of social support and personal coping resources of its perception; active independent choice of its source, determining the type and amount of support dosing; successful forecasting its features. The model of adaptive coping behavior includes not only the strategy of behavior but also cognitive assessment of the situation, which is the basis of further “movement to a new stage of life”, as well as personal-environmental resources needed for its implementation. In our opinion, the model of adaptive coping fully reflects the structure of the concept of sustainability and makes it possible to move to a new level of addictive prevention in the educational environment. The basis of prevention programs should be a change of strategies of individual behavior, the development of a healthy lifestyle, improving personal and environmental resources of an individual, i.e. the formation of the resilience of a person (Kirillova, Shubnikova, 2012).

Conclusion

The introduction of the concept of «resilience of an individual» as one of the tasks of pedagogical prevention of addictive behavior in the educational environment is due to the fact that the structural components of the resilience outline a set of necessary and sufficient conditions for the effective protection of teenagers from different types of addictive behavior.

On the basis of the research, we suggest to consider three theoretical models of personality resilience:

1. Resilience - the basis of the behavior is social integration and adaptation design, which can be achieved with the help of targeted training formation of reactive functional coping strategies and the use of personal and environmental coping resources that are psychological factors of stress resistance to determine the ability to maintain health.

2. Pseudoresilience involves the development of positive and negative versions of coping with different efficiency of interaction between coping strategies and coping resources.

3. Unresilience - the result of this behavior is maladjustment and social exclusion on the basis of the inefficient functioning of the coping strategies and coping resources.

Qualitative analysis of the results from each schoolchild showed that adolescents with a high level of resilience characteristic have a high level of self-motivation, activity, well-developed system of goal-setting in relation to their own lives. High level determines the resilience proactive position in regard to his life, in making daily decisions, in an attempt to resolve a difficult situation. They optimistically perceive everything that happens, try to find a meaning and

significance even in adverse events. In the problematic situation these young people, depending on the situation, are active, often turn to friends and family.

Students belonging to the group with pseudoadaptive coping behavior mostly have an average level of resilience, medium and low level of subjective control. These are young people who can flourish in a familiar environment, but they need help of strangers in crisis situations.

Adolescents with maladaptive coping behavior have a low level of resilience. They have a low level of personal resources, students are helpless in difficult situations. All pupils with maladaptive behavior have no motivation in life, there is a low level of subjective control. This suggests that young people do not see the connection between their actions and significant events of their lives, do not consider themselves to be able to control their development and it is believed that most of these events are the result of chance or other people's actions.

Recommendations

The article is valuable for teachers, social workers and psychologists, educational organizations dealing with the prevention of addictive behavior of children and youth, the development of technology and the implementation of programs of preventive educational activities.

Acknowledgement

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

The study was funded by Russian State science fund (project number 15-06-10170a).

Disclosure statement

No potential conflict of interest was reported by the authors.

Notes on contributors

Vera P. Zeleeva is PhD, Associate professor of the Department of Education at the Institute of Psychology and Education, Kazan (Volga region) Federal University, Kazan, Russia.

Ekaterina G. Shubnikova is PhD, Associate Professor at the Department of Psychology and Social Pedagogics of Chuvash State Pedagogical University named after I.Y. Yakovlev, 428000, Karl Marx Street, 38, Cheboksary, Russia.

References

- Bazhin, E. F., Golynkina, E. A. & Etkind, A. M. (1984). Method of research of level of subjective control. *Psychological Journal*, 3, 152-162.
- Guryanova, M. P. (2006). The resilience of the individual as a pedagogical phenomenon. *Pedagogy*, 10, 43-50.
- Karpov, A. M. & Goryachev, D. N. (2011). Structural and dynamic unity of algorithms of formation of chemical and behavioral addictions. *Practical Medicine*, 1 (49), 37-41.

- Kirillova, T. V., Shubnikova, E. G. (2012). The resilience of an individual as the basis for the primary prevention of addictive behavior. *Bulletin of the Chuvash State Pedagogical University named after I.Y. Yakovlev*, 1-2, 79-83.
- Kryukova, T. L., Kuftiyak, E. V. (2007). Questionnaire of ways of coping. *Journal of Practical Psychology*, 3, 93-103.
- Laktionova, A. I. (2010). The relationship of resilience and social adaptation of teenagers: PhD Thesis. Moscow: IP RAO, 184 p.
- Laktionova, A. I., Makhnach, A.V. (2008). Factors of resilience of deviant adolescents. *Psychological Journal*, 6, 39-47.
- Lazarus R. (1970). The theory of stress and physiological studies. Emotional stress. Los Angeles: Medicine, 178-208 .
- Magomed-Amin, M. S. (1988). Modification of the test questionnaire A. Mehrabian. Moscow: MGU, 88-93.
- Makhnach, A. (2006). The International Conference on the resilience of children and adolescents. *Psychological Journal*, 2, 129-131.
- Mendelevich, V. D. (2003). Drug addiction and comorbid conduct disorder (psychological and psychiatric aspects). Moscow: MEDpress.inform, 328 p.
- Mendelevich, V.D. (2007). Guide of addictology. St.Petersburg: Speech, 768 p.
- Nesterova, A. A. (2011). Socio-psychological concept of youth resilience in situations of job loss: PhD Thesis. Moscow: RGSU, 210 p.
- Rylskaya, E. A. (2011). On the question of the human psychological viability: a conceptual model and empirical experience. *Psychology. Journal of Higher School of Economics*, 3, 9-38.
- Rylskaya, E. A. (2014). Psychology of human vitality: PhD Thesis. Yaroslavl, 446 p.
- Shubnikova, E. G. (2013). Theoretical approaches to the study of the structural components of the individual as the basis of the resilience of the prevention of addictive behavior. *Russian Humanitarian Journal*, 1, 14-20.
- Shubnikova, E. G. (2015). Pedagogical prevention technology of dependent behavior of children and youth. Moscow: Modern Education, 154 p.
- Yaltonsky, V. M. & Sirota, N. A (2003). Prevention of drug addiction and alcoholism. Moscow: Academy, 176 p.
- Sirota, N. A., Yaltonsky, V. M. & Viderman, N. S. (2001). Prevention of addiction in adolescents. Moscow: Genesis, 216 p.
- The concept of prevention of substance abuse in the educational environment (2011). Moscow, 13 p.
- Vanishtendal, S. (1998). «Resilience», or justified hopes.. Geneva: Bice, 180 p.
- Velikanova, L. P. (2006). Narcology. Rostov-on-Don: Phoenix, 384 p.